

ANNUAL REPORT  
OF THE  
Superintendent  
OF THE  
Ontario School for the Blind  
BRANTFORD

FOR THE YEAR ENDED 31st OCTOBER

1918

(Being Appendix Y to the Report of the Minister  
of Education for the year 1918)

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO:

Printed and Published by A. T. WILGRESS, Printer to the King's Most Excellent Majesty

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Main Building, Ontario School for the Blind

# ONTARIO SCHOOL FOR THE BLIND

## ANNUAL REPORT OF THE SUPERINTENDENT

TO THE HONOURABLE H. J. CODY, M.A., D.D., LL.D.,  
*Minister of Education for Ontario.*

SIR.—I have the honour to transmit herewith the Forty-seventh Annual Report of the Ontario School for the Blind, Brantford, for the year ended 31st October, 1918.

I have the honour to be,

Sir,

Your obedient servant,

W. B. RACE,  
*Superintendent.*

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### The Attendance

In presenting the Forty-seventh Annual Report of the Ontario School for the Blind, I beg to report the average attendance for the session which ended in June, 1918, as 102, and a decrease in the total registration for the school session commencing September 27th, 1918, from 106 to 98. The registration of pupils for the twelve months of the official year from October 31st, 1917, to October 31st, 1918, was 126, just one less than in the preceding official year.

An aroused public opinion, due to systematic efforts upon the part of physicians and nurses, has contributed in some measure to a decrease in blindness arising from ophthalmia neonatorum, or what is popularly known as "babies' sore eyes," and it is confidently expected that there will be a further diminution in this respect now that the recently established National Institute for the Blind in Toronto has taken in hand a further campaign of education in this direction.

It was found after an examination by our oculist, Dr. Bell, that two of our pupils had perfect sight in one eye and were therefore eligible for an education in the public schools. Their parents were communicated with to this effect and the pupils were returned to their homes to complete their education without the restraint imposed upon them by the limitations obtaining in a school for the blind. It would be unfair to train pupils with such good sight in our school, owing to the

difficulty of their acquiring the necessary sense of touch, as the temptation to use the eye is too great to be resisted. In fact pupils with very imperfect vision are frequently being corrected for the too prevalent habit of impairing this precious remnant of sight by using their eyes to help out when difficulties arise which the sense of touch does not easily and immediately solve.

Four other pupils were returned to their homes, two because they were mentally unfit, one owing to ill-health, and one because he was neither able nor willing to derive any benefit from further attendance.

### **New Members of Literary Staff**

Owing to the resignation of Miss Kavanagh and Miss Radcliffe, both of whom were members of the Literary staff for several years, it was necessary to engage new teachers to take their places. The vacancies were filled by the appointment of Miss Emma Moffitt, of Orillia, and Miss Florence McGuire, of Owen Sound, both very highly recommended by the Inspectors in their own districts. I have pleasure in bearing testimony to their efficiency and resourcefulness in applying themselves to the new problem of teaching the blind.

In the Kindergarten class a new teacher has been secured to act as an assistant to Miss Middlemiss. The pupils in this class, owing to the variation in their ability and age, require more individual attention than they have been getting in past years, and this attention will be given by the appointment to that *most important department* in the school of Miss Annie Patterson, of Brantford.

### **Introduction of High School Work**

In my report last year I stated that classes were being organized on the same basis as in the public schools, and that the public school course would be adhered to as far as was consistent with the limitations of our students. In pursuance of this plan the pupils were graded into classes, and each class was placed in charge of one teacher. It was suggested also that there was no valid reason why the senior students should not be given an opportunity to try the Entrance examination and if successful proceed to the more advanced studies of the High School course. You will be gratified to know that seven students succeeded in securing the necessary standing, and Entrance certificates were issued to them in accordance with the Regulations of the Department of Education.

For these students a High School class was opened in our school and the work is proceeding very satisfactorily. It was necessary to engage for this class an additional teacher in the person of Miss Margaret Summerby, of Massey. Miss Summerby is an under-graduate of Queen's University, and a graduate of the Faculty of Education, Kingston, and has entered upon her work with the requisite enthusiasm and interest which make for success.

### **New Supervisor**

Mr. Pollock, the Boys' Supervisor, resigned in June to accept a position temporarily as instructor in swimming at the Y.M.C.A. in Winnipeg, and afterwards permanently at Galt. His place has been filled by Mr. Paul Greenwood, who takes the same interest in the boys' games as his predecessor and has special charge of their swimming class once a week in the Y.M.C.A. of this city.

### Death of Mr. Wilson

It is with the utmost regret that I have to record the sudden death of our very efficient engineer, Mr. James Wilson, who for seventeen years was in the service of the school. Mr. Wilson was apparently in his usual health and spirits and had spent the evening previous to his attack at the game of bowling, his sole recreation, and one of which he was very fond. The following extraet is taken from the *Brantford Expositor*:—

“Mr. Wilson had been chief engineer at the School for the Blind for seventeen years and during that time had seen many changes and great development in the size of the institution. He was a most efficient, trustworthy and faithful official and spared himself no pains to fulfil as well as possible the responsibilities of his position, which latterly increased very greatly with the growing extent of the buildings. He was also an enthusiastic member of the Dufferin Bowling Club, taking the keenest interest in all the affairs of the club and in all bowling events in the city, in which he was very well known. But the chief interest of the deceased was in his church, for which he counted any sacrifice of time and energy a pleasure if by so doing he could advance its interests. He had been for many years a member of the board of management and for a number of years he had been a member of the session, where his services were of that steady, unselfish, faithful nature, which characterized all his life work. Whatever he did he did it with his whole heart and in every circle in which he moved he will be sorely missed. The Sons of Scotland had charge of the funeral at the grave.”

Mr. Wilson was succeeded by Mr. Harry Bond, under the title of Mechanical Superintendent.

### New Pupils at the Opening of the Session, September 25th, 1918

Name.	Residence.	Name.	Residence.
French, Clayton .....	Anglia, Sask.	Martin, Joseph .....	Winnipeg, Man.
Giroux, Albert .....	North Bay.	Miller, Donald .....	Dunnville.
Helliwell, June .....	Toronto.	O'Neill, Mary .....	Ottawa (re-admitted).
Johnson, Gertrude ....	Winnipeg, Man. (re-admitted.)	Patrick, George .....	London.
Joyce, Patricia .....	Strathcona, Alta.	Petrie, Aloysius .....	Hamilton.
Kelly, Livingstone ...	Fenelon Falls.	Troughton, Robert ...	Fergus.
McLaren, Fred. ....	Merrickville.	Vance, D. Earl .....	Galt.
MacDonald, Christena..	Dunvegan.	Wagner, Rose .....	Toronto (re-admitted).
McIvor, Donald .....	Goderich.		

### Pupils Admitted During October, 1918

Name.	Residence.
Niece, Robert .....	Lowbanks.
Kaufman, Blanche ....	Chatham (re-admitted).

### Pupils Registered, Session 1917-18

Name.	Residence.	Name.	Residence.
Anthony, Gordon .....	Brampton.	Clarke, James .....	Toronto.
Bell, Stewart .....	Paisley.	Clissold, Fred. ....	Mimico.
Bellew, Clarence .....	Winter, Sask.	Conway, Ernest .....	Hough Lake.
Bettridge, Edward ....	Brampton.	Culver, John .....	Todmorden.
Burgess, Lloyd .....	Princeton.	Dobbin, Bert. ....	Toronto.
Campbell, Charles ....	Toronto.	Duncan, Terence ....	Toronto.
Carlson, Arthur .....	Victoria Harbor.	Fenton, Mills .....	Allenford.
Carscallen, Archle ...	Tamworth.	Fonger, Stanley .....	Bruce, Alta.
Chapman, Oswald .....	Rosseau.	Garlick, Walter .....	Ottawa.



## Pupils Registered, Session 1917-18.—Con.

Name.	Residence.	Name.	Residence.
Gash, James .....	Fernie, B.C.	Young, Kenneth .....	Binbrook.
Gomm, William .....	Toronto.	Bews, Anna .....	Bridgeburg.
Gransdin, John .....	Lettonia, Man.	Bezaire, Alma .....	Auld.
Green, J. Fred. ....	Cbesley.	Bezaire, Lea .....	Auld.
Green, Harold .....	Winnipeg, Man.	Bickerton, Gladys .....	Navan.
Green, George E. ....	Toronto.	Brennan, Alice ...	Bothwell.
Hackett, John .....	Toronto.	Broad, Olive .....	Sunderland.
Hambourg, Myer .....	Toronto.	Brown, Gladys .....	Brantford.
Hartfield, Adolf .....	Lang, Sask.	Brunsdon, Alma .....	Brantford.
Hill, Archie .....	North Bay.	Catling, Nellie .....	Goderich.
Hill, Norman .....	St. Thomas.	Clark, Jessie .....	North Bay.
Hutchinson, Fernie ...	Fernie, B.C.	Clarke, Lillian .....	Mount Dennis.
Joyce, Judson .....	Ottawa.	Clarke, Marguerite ...	Toronto.
Keller, Nicolay .....	Hyas, Sask.	Crawley, Daisy .....	Toronto.
Kennedy, Edward .....	Ottawa.	Dalton, Mary .....	Hamilton.
Konopski, Albin .....	Valley River, Man.	Davison, Winifred ...	Meaford.
Kozlowski, Jos. ....	Winnipeg, Man.	Dawson, Christena ...	Toronto.
Lott, Ernest .....	Brussels.	Dickson, Julia .....	Toronto.
Lowe, Walter .....	Hamilton.	Fitzpatrick, Alta .....	Wheatley.
McDonald, James .....	Clover Bar, Alta.	Gascoigne, Marjorie ...	Hamilton.
McLennan, John .....	Toronto.	Gill, Grace .....	Toronto.
Macalister, Donald ...	Macalister, B.C.	Grills, Iva .....	Cane.
Macbeth, Stanley .....	Toronto.	Hardwick, Lillian ...	Toronto.
Marcotte, Cleophasse ...	Mattawa.	Hilton, Lydia .....	Belleville.
Metcalfe, William .....	Toronto.	Hyndman, Elsie .....	Norwich.
Mills, Fred. J. ....	Moosomin, Alta.	Ingram, Beth .....	Pembroke.
Miscampbell, Lester ...	Angus.	Lammie, Amy .....	Hensall.
Murray, Ancile .....	Goderich.	Lammie, Greta .....	Hensall.
Ormston, Ralph .....	St. Catharines.	MacGillivray, Agnes ...	Listowel.
Oster, Clarence .....	St. Catharines.	Miller, Susan .....	Gravenhurst.
Parfitt, Allan .....	Toronto.	Mishnischodare, E. ...	Little Current.
Philpott, John A. ....	Brockville.	Philpott, Emily .....	Brockville.
Powell, James .....	Toronto.	Regimbal, May .....	St. Boniface, Man.
Rigg, William .....	Mount Dennis.	Sells, Kathryn .....	London.
Robb, John .....	Toronto.	Smith, Effie .....	Brantford.
Robinson, Charles ....	Barrie.	Stephenson, Muriel ...	Collingwood.
Salter, Melville .....	Oshawa.	Slay, Gladys .....	Sarnia.
Steele, Fred. ....	Perth.	Squair, Ethel .....	Williamstown.
Stoddart, Ernest .....	Copper Cliff.	Welsh, Verna .....	Baldur, Man.
Sydor, Mike .....	Winnipeg, Man.	Webster, Helen .....	Wallaceburg.
Townner, John .....	Toronto.	Waswanapy, Mary ....	Ottawa.
Tomlinson, Roy .....	Saskatoon, Sask.	West, Bessie .....	Brampton.
Vance, Frank .....	Saskatoon, Sask.	Wiggins, Clarice .....	Stratton.
Vincent, Cecil .....	Crookston.	Wright, Elsie .....	St. Catharines.
Webb, Harold .....	Allandale.	Thompson, Teresa ....	Hamilton.
Wilkinson, Charles ...	Kingston.		

## Visits to Schools in the East

In May I paid a visit to several schools in the United States to study conditions there and compare them with our own school, with a view to introducing improvements where advisable. The four schools visited were in Batavia, New York, Philadelphia and Pittsburg. My reception in these schools was all that could be desired, and I shall always remember with gratitude the courtesy and hospitality of the several superintendents who considered no sacrifice of time too great to put me in touch with their programme of studies and general administration of their schools.

The Batavia School most closely resembles the school in Brantford, both in its general situation and in the construction of its main building. This resemblance was more striking before the construction of our dormitories, as Batavia still houses the greater number of its pupils in the school building. The most attractive feature



in connection with the Batavia School is the complete isolation of the Kindergarten department from the rest of the school. The building for this purpose is situated some distance away, and is a marvel of completeness in its interior arrangements for the instruction of the children, their sleeping apartments and their dining-room. An attractive, well-equipped play-ground is adjacent to the building. This same feature of a separate Kindergarten building was observed also in Philadelphia and Pittsburg, and it serves an excellent purpose in keeping the little ones far removed from the influence of the older pupils at a time when their childish minds are in an impressionable state. The home-like surroundings and gentle influences of the separate Kindergarten make the introduction to school life pleasant and cheerful, and many timid children leaving home for the first time fall into the routine of their pleasant school life readily and without that reluctance and timidity which intercourse with older pupils creates.

The well cared for grounds around the Batavia School reminded me of Queen's Park, Toronto, and they formed a striking contrast to the grounds in connection with our school, the chief beauty of which lies in their rusticity and their resemblance to a natural forest.

The New York School is situated in the heart of New York City, close to the great Pennsylvania station, and is within easy sound of the elevated railway and surface traffic of the city. The building is old, but in many respects surprisingly convenient and adapted for the work for which it was established many years ago. Mr. Waite, for many years principal of this school, was the founder of the New York Point system of dot letters, now yielding after many years of controversy to the newly devised Braille system, and the very place seems hallowed with the traditions of his splendid influence. The present principal, Mr. VanCleve, has worn with becoming dignity and merit the mantle descending from the shoulders of that great educator.

The students of this school usually leave for their homes Friday evening, returning Monday morning, thus relieving the teachers and supervisors of the responsibility of providing for their activities during the intervening time. I found the classes more advanced in their studies than in any other school, and was quite impressed with the facility of many of the pupils in reading Latin and French. Excellent work was done in mental arithmetic by several of the classes, the pupils reciting together with much precision and accuracy.

Mr. VanCleve showed me with some pride a plan of a new school for the blind to be erected in the suburbs of New York in the near future, a building, or group of buildings rather, which will be a model of perfection to the minutest detail. Under the very able supervision and management of Mr. VanCleve this new institution will undoubtedly rank with the first in the world.

The next visit was to Overbrook, a suburb of Philadelphia, where I spent a few very pleasant days enjoying the many admirable features of this imposing group of buildings. The school was planned and built by Mr. Allen, now the head of the cottage system at Perkins Institute, Boston, and is a monument to his ingenuity and experience. The same excellent Kindergarten system prevails as at Batavia and the general tone of the whole institution was at once refreshing and stimulating. The most attractive feature, in my opinion, is the two large cloisters through which all pupils must pass in going from their class-rooms to their dining-rooms or dormitories. The promenades are very spacious and form an excellent opportunity for that out-door exercise of which blind pupils are in such need. The court yards

enclosed by these cloisters are filled with vegetation of different species, and the floral effect is pleasant in the extreme. The beautifully equipped assembly hall on the main floor, the attractive design and appearance of the main corridors, the tastily furnished reading-rooms, and the neat, well-ordered class-rooms and dining-rooms, impressed one with a sense that buildings designed long years ago were lamentably lacking in many of the conveniences which contribute to the comfort, welfare and education of blind students.

At Pittsburg I was privileged to spend a few days at one of the best managed schools in the United States, a school whose superintendent has devoted many years to provide an educational outlook for every ambition arising in the hearts of the blind. The Pittsburg School for the Blind is situated in the centre of the city in close proximity to the High School and University buildings, and presents an appearance of architectural beauty and completeness.

In company with the superintendent, Mr. McAloney, I visited the workshops for the blind and found much that was interesting in view of the impending establishment of a similar institution in Toronto. Here as well as in Philadelphia the workshops furnished employment for adults and paid them a living wage. In the latter place about 150 men earned a weekly minimum wage of \$9.00 per week, out of which they paid \$3.00 for board and lodging in a large furnished home adjacent to the workshops. Opinions differed as to the relative advantages or disadvantages of thus housing the workmen, as I found when on a visit later in the year to a large workshop for the blind at St. Louis. The superintendent here maintained that it was preferable that the men who were associated together during the day's work should disperse in different directions in the evening and thus take their place in the world of seeing people at least part of the time. In Pittsburg I was interested in watching women employed in the new occupation of wrapping armature coils, a very simple operation, at which they become very skillful.

#### A Visit from the Premier

The pupils of the school were unusually favoured at their closing concert, held Thursday, June 13th. Sir William Hearst, Premier of the Province of Ontario, accompanied by Lady Hearst, accepted an invitation to visit the school and deliver a short address. The Assembly Hall was very tastily decorated and the presence of many of the representatives of the National Council of Women, then attending a convention in the City of Brantford, gave an added pleasure and interest to the proceedings. Sir William in his address spoke of the great interest he had taken in the problems of the blind since assuming the premiership, and assured the students that he would always do so. He was keenly interested in the splendid programme presented by the pupils, and took the opportunity also of addressing a few words of appreciation to the members of the Council of Women for the important part taken by them in all matters of public interest, and particularly for the self-sacrificing spirit manifested by them in their war activities.

The ladies were very much impressed with the work of the pupils, and Mrs. Torrington, President of the Council, in a very touching vote of thanks, expressed the pleasure that she and the other ladies had taken in the evening's performance.

It was very gratifying to have in our concert room such a representative gathering of ladies from all parts of the Dominion. It enabled them for the first time to form some conception of the great problem of educating the blind, and to carry with them to their respective homes the assurance that advantages were being



Girls' Dormitory, O. S. B.

offered in the Brantford school not generally known and appreciated throughout the Province.

At the request of the Principal, Miss Winifred Davison recited her original poem, "The Isle of Prayer," which is here appended. This poem was read the following day at the opening of the proceedings at the Convention of the National Council of Women, and made a deep impression on the delegates.

### The Isle of Prayer

Do you ever feel discouraged with the story of your past?  
Have you tried to do your duty, tried and tried and failed at last?  
Does your life seem vain and useless, crushed and desolate your heart?  
Would you give earth's dearest treasure just to get another start?  
Then I know a little island that is just the place for you,  
Where your soul may find refreshment, and your life begin anew;  
I have often found fresh courage in its purifying air,—  
'Tis the place where God meets mortals, 'tis the sacred isle of prayer.

There the sunbeams of forgiveness soon dispel the clouds of gloom,  
From our tears of deep repentance flowers of hope begin to bloom;  
From the crystal streams of mercy rising, washed and purified,  
We begin our lives all over, with a loving Friend to guide.  
Let us often seek the pleasure of this happy little isle,  
And forget our cares and worries in the sunshine of God's smile;  
He has given us many blessings, but no privilege so rare  
As a full and free admission to this golden isle of prayer.

—WINIFRED DAVISON, *Pupil of the Ontario School  
for the Blind, Brantford.*

It is interesting to recall the fact that in the report of the Institution for the year 1892, reference is made to the presence during the year of the then Premier of the Province, Sir Oliver Mowat.

The following account of the June concert is taken from the Brantford *Expositor*:—

### Blind Pupils give Programme of Excellence

The annual closing concert given on Thursday night by the students of the Ontario School for the Blind was as interesting in its audience as in its arranged programme. Not only did the visiting delegates to the National Council of Women avail themselves of Principal W. B. Race's invitation, but the Premier, Sir. Wm. Hearst, accompanied by Lady Hearst, came to Brantford purposely to be present. The boys and girls had the keen pleasure of performing for an assembly members of which had never heard them before, and for an assembly which would carry the story of the evening's impression east and west across the Dominion. Although the selections were numerous, their splendid variety and excellence, and the avoiding of any delay, made the evening a succession of rare delights.

Principal W. B. Race, in a short address, extended greetings to the distinguished visitors and welcomed back old pupils of the Institute. "The care of the blind is a work that must appeal to all womankind," said Mr. Race, "but particularly to this Council of foremost Canadian women." Mr. Race remarked that while it was a happy coincidence that the ladies were present, Sir William and Lady Hearst had come to Brantford just to see his pupils.

Premier Hearst spoke of it as an unexpected honour to address such a gathering. The Ontario Government, he said, needed the advice, consideration and co-operation of these women. "We are proud of the work of the women of Canada, but there is much yet they can do, sacrifice more, give more, become more earnest to help on to victory.

"It is the ceaseless thought of the Government, and my ceaseless thought," said Sir William to the students, "to see how best we can lead you to be useful in life, and happy yourselves. We are determined that all the teachers and all the equipment shall be the best obtainable; as Kipling says, 'Tis the team work of the everlasting whole.'

"Whatever faculties, whatever abilities God has bestowed on us," he said, "whether many or few, it is our duty to do our best to develop. We must build up a country worthy of the blood that is being shed, and we must make for the Ontario School for the Blind a name throughout not only Canada, but the whole continent, no matter how great the difficulties to be overcome."

To read the programme and to know that every number fulfilled its promise fails entirely to give the almost heart-breaking impression left by seeing the stage grouped with the boys and girls who never turned to even glance down into the audience, to watch little Gladys Brown, aged six, and the other tots go through a Swedish folk dance, to hear wee Kenneth Young recite "Jus' a Boy," to hear the little girls sing, and to marvel at the skill and ability of the pianists, violinists and the boy at the organ, and to admire the tender care the instructors showed for their charges.

Then, just before the end, Mr. Race introduced Miss Winifred Davison, of Meaford, who recited her own composition, "The Isle of Prayer," a poem of musical softness and with a beautiful theme. Miss Davison, Mr. Race said, possessed a real talent, and the poem she gave proved that he was right.

Mrs. Torrington, president of the National Council, very briefly expressed the gratitude of the ladies for the evening's pleasure.

The programme was:

Toy Symphony—Piano, Muriel Stephenson; dulcimer, Willie Metcalfe; violin, Kathryn Sells, Greta Lammie; drums, Susan Miller; trumpets, Harold Webb, Harold Green; triangles, Donald Macalister, John Grausdin; cuckoo, Lillian Clark, Jas. Gash; quails, Christina Dawson, John Philpott; nightingales, Emily Philpott, Fred. Green, Ernest Conway.

Vocal Duet—"The Flower Gatherers" (Glover), Gladys Slay, Gladys Bickerton.

Piano Solo—"Military March," (Schubert-Taustig), Kathryn Sells.

Swedish Folk Dance—Gladys Brown, Grace Gill, Emily Philpott, Marguerite Clarke, John Philpott, Jack Hackett, Ernest Conway, Edward Bettridge.

Vocal Solo—(a) "The Garden of the Past (Trotter), (Violin obligato), Greta Lammie; (b) "Soldier of My Heart" (Oliver), Gladys Slay.

Piano Solo—"Spinning Song" (Lucas), Susan Miller.

Violin Trio—"The Dolls' Dance" (Poldini), Greta Lammie, Kathryn Sells, Susan Miller.

Piano Solo—"Marche Hongroise" (Kowalski), Muriel Stephenson.

Vocal Solo—"The Heaven of Your Love" (Millbank), Gladys Bickerton.

Reading—"The Naughty Doll" (Eugene Field), Marguerite Clarke.

Organ—"Postlude" (C. Vincent), Willie Metcalfe.

Piano Duo—"Valse Carnavalesque" (Chaminade), Willie Metcalfe, Gordon Anthony.

Part Song—"What Shall I Bring Thee, Dearest" (Mendelssohn), Girls' Choral Class.

Violin Solo—"Allegro Brilliant" (Ten Have), Greta Lammie.

Reading—"Jus' a Boy" (M. Sangster), Kenneth Young.

Piano Solo—"Waltz, Op. 42" (Chopin), Alma Brunson.

Vocal Duet—"Over the Crystal Waters" (H. J. Noble), Helen Webster, Kathryn Sells.

Reading—"Preparing to Receive Company" (J. M. Barrie), Ethel Squair.

Motion Part Song—"The Flower Song," Girls' Choral Class.

Overture, Piano—"Tancredi" (Rossini), Kathryn Sells, Greta Lammie, Susan Miller, Muriel Stephenson.

"God Save the King."

### Employment for the Students

Last year I reported the employment of two of our young men as piano tuners with the Doherty Co. of Clinton. Excellent reports have come to me of the work they are doing.

The boys have become thoroughly impressed with a sense of their responsibility in making good, so that other pupils from the school may not suffer through inefficiency on their part. Since then three others have obtained lucrative positions in piano factories in Toronto, and one in Montreal. Letters of enquiry have come from different quarters asking for piano tuners, and frequent reference is made to the good work of the boys who are trained in our school.



In explanation of this it may be mentioned that pupils will not be given an outfit until in the opinion of their instructor they are well qualified, nor will they receive a recommendation from the school.

There seemed to be no reason why the girls should not have an equal chance to make a livelihood in finding a useful scope for their capabilities. An appeal to the Patterson Biscuit Co., of Brantford, secured a trial for two of our older pupils in the candy department, where they became skilful enough at wrapping candies in paper packages to make them self-sustaining. A sympathetic attitude on the part of their employer did much to help the girls in the early days of their new work in strange surroundings, and the employees vied with one another in helping them to become expert. An ex-pupil, hearing of their success, wrote for a word of assistance in securing like employment in Toronto. A recommendation from the manager of the Brantford factory had the desired effect of securing a position for the young lady in question, who has written in terms of grateful appreciation for the new avenue in life opened up to her. It is difficult for seeing persons to realize to the fullest extent the blessing of honest labour. The sense of dependence upon others for a livelihood is most depressing to the spirits, and it is not to be wondered at that the blind so frequently chafe at their helplessness, not so much in their inability to do work as in their inability to get work. There is to-day a joy in the hearts of these girls and a sunshine in their lives hitherto unknown, because by their own efforts they are enabled to procure the very things that most people disdain as commonplace.

Miss Winifred Davison secured a position as stenographer to the new director of the Canadian National Institute for the Blind, and several others have found places as telephone operators, field agents, and instructors throughout the Province.

### Addresses and Entertainments

The Tuesday evening concerts were held as usual throughout the year and occasionally an interesting address was given by an outsider upon some topic of interest. So thoroughly were they appreciated that the practice will be continued.

The Masonic Choir of Brantford, consisting of forty voices under the very efficient leadership of Mr. Schofield, contributed to the enjoyment of the pupils one of the most delightful musical programmes it had ever been their privilege to hear. The members of this choir were amply repaid for their efforts by the appreciative hearing and enthusiastic reception given them by the numerous music lovers in our school.

On another occasion a Brantford male quartette visited the school and charmed our pupils with the melody of their songs for nearly two hours. It was difficult to estimate which enjoyed the evening the more, the entertainers or the entertained, for the pupils were so pleased with what they heard and their expression of it was so demonstrative that the quartette realized better than ever before the important part that music plays in the education and enjoyment of the blind.

Later in the year a full programme which had been given in the Opera House a week previously was reproduced in the Assembly Hall, by a Company under the auspices of the Massey-Harris Co., which had been formed to raise money for the employees' fund.

The readiness of these various musical organizations to share of their gifts with the blind is deeply appreciated by everybody in connection with the school.

The following account of the Christmas concert is taken from the Brantford *Expositor*:—

There is one entertainment given regularly in the city that never loses its charm. In itself it has a pathetic charm, and it is always of a degree of merit. It is the Christmas concert at the School for the Blind. At this year's event last night a well filled hall enjoyed a programme of interesting pieces by the little people and genuinely good musical selections from the senior students. Miss Kilmaster, the talented musical directress, whose appointment was made in September, was creditably reflected in her pupils.

Principal Race welcomed the visitors to the school. He spoke of the changes in the faculty this year and the work being done by each new teacher. With just pride Mr. Race told about the success being attained by pupils from the school who this year had begun their life in the seeing world. He extended a sincere season's message to his students, who leave for their homes to-day.

Mr. Race mentioned the fact that last September he had introduced high school work into the school. He had sought for the best talent he could find for this work, and he had secured the appointment of a young girl, Miss Summerby, whose career through school and university had been phenomenally brilliant.

The programme throughout was well chosen, entertaining and of real merit. The audience was as interested in watching the movements of the youthful participants as in hearing their numbers. The boys and girls moved across the stage with a great deal of confidence. Mr. Race explained that he had encouraged them to move about alone as much as possible.

The programme opened with a difficult piano solo, played with a well-trained touch, by Miss Gladys Bickerton. Her selection was Tchaikovsky's "Barcarole." Following this the choral class introduced the Christmas spirit by a Christmas carol, "See, Amid the Winter's Snow." Three times the choral class sang together, each time doing their part singing with distinct excellence. The youthful voices were well blended and their notes were rounded out under careful training. Toward the end of the programme the girls alone sang Gounod's "Come, Sing to Me," and they gave the beautiful song in a chorus of sweet, harmonious voices.

A tiny tot, Grace Gill, charmed everyone with a Christmas recitation, "Somebody's Picture." The training in elocution was given throughout by Miss McGuire.

One of the sweetest numbers on the programme was a piano trio, played by a little brother and sister, Emily and John Philpott, and their companion, Jack Hackett. With delicate touch and some precision they gave Czerny's "The Chase." Miss Gladys Slay's solo, "My Lovely Celia," was very soft and pretty.

After this Mr. Race led out little Clayton French, aged 10 years, who, he said, had just come to the school from Saskatchewan. Clayton recited so that everyone heard every word with ease.

Miss Mary O'Neill played, with a considerable display of technique, "Polichinelle," by Rachmaninoff. The evidences of her training were apparent.

Schumann's "Papillons" was played with an artiste's touch and musical instinct by Miss Susan Miller, a very gracious young girl about 17. She played the long and beautiful piece, of course, entirely from memory.

The boys, Gordon Anthony, Melville Salter, William Metcalfe and Walter Garlick, repeated their harmonious quartette, "Sweet and Low," sung for Dr. Cody.

Two other little people, a little girl, Grace Gill, and a wee lad, Ernest Conway, both recited long pieces, too, showing what good memories they had. Ernest responded to an encore with a short poem composed by himself.

Solos, one on the piano and one on the pipe organ, were given by William Metcalfe and Roy Tomlinson. Master Metcalfe's selection, "Rustle of Spring," was played with perfection of fingering, time and effect. Roy Tomlinson is one of the Institution's most gifted student musicians and he displayed his skill in Smart's "Andante in G." Roy also played Moskowski's "Valse in E" on the piano, with a subdued touch and gliding rhythm, ending with a masterful climax.

A part of the programme of a different note was provided by Miss Blanche Kaufman, who recited in good Negro dialect, "The Party." Everybody enjoyed it. Her selection was another good memory test.

Miss Greta Lammie contributed very materially to the evening's pleasure by her violin solo, "Il Trovatore." She played with confidence, but her touch was light and graceful. Her selection was a happy one, and through the shades of inflexion she really was wonderful. Her teacher, Miss Jones, accompanied her. Miss Kathryn Sells followed Miss Lammie, playing on the piano Chopin's "Ballade in A flat," with a sweet finish.

Last, but not least, the choral class sang as a finale "Marseillaise," "Rule Britannia," and "God Save the King."





Kindergarten Pupils, O. S. B.

### Social Evenings

The members of the Boys' Club which was organized last year for the purpose of creating a better spirit among the pupils and of discountenancing certain practices, which tended to lower the general tone of the school, have enjoyed to the full the club room fitted up for them. Many pleasant hours are spent there in games of various kinds, such as cards, dominoes, checkers, crokinole, and bagatelle. The playing cards are so marked in the corners that the card can be distinguished easily and quickly by the feel. The dominoes have the spots raised instead of in cells, and the checkers have pegs to hold them securely in their places, the distinction consisting of rough and smooth surfaces. An At Home was held during the winter to which Collegiate students from the city were invited. A programme was given in the Assembly Hall in which the visitors took part, after which the time was spent in the club room in amusements of various kinds. A luncheon was served by the lady teachers and the boys sang before dispersing many of the favourite college and popular songs.

The girls too entertained a number of their friends from the Collegiate and a similar evening of enjoyment was spent.

A sitting room furnished with curtains, rug and tables, has been fitted up for their use. This room presents an attractive, home-like and inviting appearance, the girls taking turns in keeping it in order.

### Influenza Epidemic

When the epidemic generally known as Spanish influenza, or "flu," swept over Canada after raging with serious results in the United States, Brantford was not spared, and according to published reports suffered more fatalities per population than any other city in the Dominion. It is a matter for congratulation that although many of our pupils and teachers were stricken down and confined to the hospital, no deaths occurred. It is a high tribute to the excellent work done by our trained nurse, Miss Wright, and the school physician, that no very serious cases developed. Altogether sixty pupils, seven teachers and four maids were in the hospital, of whom over thirty were confined to bed at one time, and the strength of our nurse and assistants was taxed to the utmost. Everything was made subservient to the care of the sick and it is with pleasure that I bear testimony to the splendid spirit of helpfulness shown by all the officials of the school in combatting a scourge which played such havoc among the citizens of Brantford.

It is interesting to note by a reference to the report published in 1890, that a somewhat similar condition existed during the LaGrippe epidemic which raged at that time. Larger numbers were cared for by special trained nurses, and several of the officers were reported to be very seriously ill. The fitting up of our hospital with such excellent facilities for caring for the sick has been more than justified by the splendid fortification it provided against the prevailing malady.

### Introduction of Braille

The final step in securing a uniform system of point reading was taken at the Colorado Springs Convention in June, when a resolution was unanimously passed confirming the action of the Workers for the Blind at Portland in June, 1917, in adopting the new Braille, grade 1½, in the place of the New York Point.

The importance of this can only be estimated by realizing that at present one-half the schools in the United States are using what is known as American Braille

and the other half the New York Point. The School for the Blind in Halifax has always used the British Braille, and the school in Brantford the New York Point. The new Braille more closely resembles the British Braille than any other, differing chiefly in the limited number of contractions and in the capital and italic signs. The change from one system to the other will result in the discarding of thousands of books now filling the shelves of all the libraries for the blind in America, and gradually replacing them as rapidly as they are printed with books in the new type. The publishing houses for the blind will only print henceforth such text in the old type to keep the schools supplied during the gradual transition to the new system. The junior classes in all schools have introduced the new type this autumn and will carry the classes forward until the old system has been completely run out.

Anticipating a move of this kind as a result of the Convention's deliberations, I purchased about twenty copies of "The Deserter," by Richard Harding Davis, printed in the Braille, Grade 1½, and gave the senior pupils three lessons of one half hour per week last spring, with the result that the majority of the pupils learned to read very readily and a few of them with the same facility and precision as with the New York Point. The system is by no means difficult, and to a person familiar with the one, the task is a very simple one of learning the other within a few months.

Our school will suffer the same inconvenience as others on account of the inability of the publishers to supply the immediate demand for Primary text-books, and the embargo on text-books printed in the old system make it very awkward to keep our classes properly supplied. However, the ingenuity and resourcefulness of our teachers accomplish wonders, and the advance made in all branches of the school work is quite satisfactory under the circumstances.

### On Hearing of the Signing of the Armistice

When the city bells and whistles proclaimed at three o'clock in the morning of November 11th the joyful news that the terms of the armistice had been accepted by the Germans, our pupils, who had retired with one ear on the alert for the expected signal, rose and gave themselves up to the same unrestrained jubilation that was in evidence all over Canada. Darkness was the same as light to them, and with the feeling that the exceptional circumstances would justify any breach of the rules regarding boundary lines, they went down town in a body, old and young, boys and girls, in different directions, and contributed in their own way to the din that was heard in all parts of the city.

Returning to their breakfast at seven o'clock they serenaded the superintendent in his residence with the song, "Here We Are Again," their voices being much the worse for wear and suggesting the croaking of frogs after a night of unusual activity. At the opening services in the Assembly Hall the pupils sang with more than usual fervour, to the beautiful accompaniment of the pipe organ, the National Anthem, and "God Save Our Splendid Men," after which the pathos of "Peace, Perfect Peace," sung with much feeling, had the effect of subduing their spirits and making them realize in the fullest measure the import of the good news. All felt as if a dark cloud, which had been hovering ominously overhead for some time, had suddenly been lifted and the beautiful sunlight of peace was again spreading its sweet message of joy and beauty to their souls. Many wept as they thought of fathers and brothers who would never return, and others rejoiced in the assurance that with the return of their loved ones from overseas, the anxiety which had been

lurking in their hearts would be removed, and life would resume its course as in the old far-off days before the German war lords thrust their swords into the heart of civilization.

Britain's part in the great struggle was referred to by the principal, and the proper tribute was paid to the heroic sacrifices of our own Canadians. A holiday was declared, and the pupils dispersed to give themselves up again to the celebration which was in preparation throughout the city.

### Concerts at Outside Points

The members of the Girls' Club with an enterprise and an interest creditable to their sympathies, prepared a very interesting programme to obtain funds for the relief of the sufferers in the Halifax explosion. The numbers were prepared by their own members, the tickets were sold by their own efforts, the expenses were paid out of the proceeds of the concert which was given in the Conservatory of Music downtown, kindly loaned them for the occasion by their teacher, Mr. Andrews, and over fifty dollars was forwarded to Sir Frederick Fraser, Superintendent of the Halifax School for the Blind, to be applied to the relief of the blinded children as he saw fit. This sum was suitably and gracefully acknowledged by Sir Frederick, and the pupils appreciated highly the expressions of reciprocal esteem conveyed to them in his letter.

The following is an account taken from the *Sarnia Observer* of a concert given in that city by three pupils of the school:—

The City Hall was crowded Thursday evening with Sarnia musical people to hear the three young ladies from the Ontario School for the Blind. Mr. F. F. Pardee, M.P., occupied the chair. Seated with him on the platform was the conductor of the Brantford Conservatory of Music, Mr. Norman Andrews, who at the close of the programme thanked the people for their attendance and hearty reception given the young artists on this occasion, this being their first concert given outside the school. He also spoke very highly of the young ladies in the school and their accomplishments.

Miss Gladys Slay, soprano soloist, is a Sarnia young lady possessing a wonderful voice with great sweetness and range—her articulation and enunciation were perfect. She responded to encores again and again. Her many friends in Sarnia were delighted at this, her first appearance. Miss Slay contributed a reading to the delight of all.

Miss Greta Lammie, violinist and reader, showed wonderful talent for one so young. Her playing made hosts of friends for her in Sarnia.

Miss Kathryn Sells, pianist and accompanist, is a marvel to all musical people who heard her play all the difficult piano solos and accompaniments from memory, perfectly, without a single mistake.

Sarnia people have seldom heard a pianist as good as Miss Sells.

These young ladies should be secured for a concert in the fall or winter, so as to give everyone an opportunity of another musical treat.

Arrangements have been made by A. W. Mills to have these three young ladies take part in the service at the Central Baptist Church Sunday evening next.

The church will be crowded on this occasion, so friends are advised to go early so as to make sure of a good seat.

The concert was given under the auspices of Miss Gladys Slay.

The pupils on another occasion were taken by the Musical Director to give a concert in the City of Galt, of which the newspaper in that city spoke in terms of highest praise.

### Appeal made to Inspectors of Schools

During the month of March the following circular was sent to all the school inspectors of the Province of Ontario in an endeavour to enlist the co-operation of



men, interested in education generally, towards seeing that the youthful blind of the Province should hear about and take advantage of the privileges offered them in the Ontario School for the Blind. From many of these inspectors responses were received, with the result that pupils now are in attendance who might otherwise have been unaware of the existence of a school for their education and training.

To .....

Inspector of Public Schools.

Dear Sir:

Will you be good enough to assist me in getting in touch with the youthful blind of our Province by sending me the names and addresses of any blind young people within your inspectorate? I realize that in asking you to do this I am putting you to some inconvenience and trouble, but I am presuming upon your sympathetic interest as an educationalist to help me to reach those unfortunate afflicted ones who are being denied the advantages of an education through a lack of knowledge of our educational institution.

The Ontario School for the Blind located in Brantford and maintained by the Government of Ontario free of charge for board and tuition, is a school for the education of children and youths of both sexes under the age of twenty-one. It is not a hospital, nor an asylum, nor a home, but a *school*, where children who cannot see well enough to attend the public schools are given an English education, including music, and are taught to do such useful work as the blind are capable of doing. Such educational training must promote the comfort, happiness and independence of those who are deprived of the blessing of sight.

Your co-operation in this desirable work will be much appreciated.

Yours fraternally,

W. B. RACE,

*Superintendent.*

### **Dental Inspection and Care of Teeth**

Among the many features of interest noted during my visit last spring to American Schools for the Blind, was the care and attention given to the pupils' teeth.

It was claimed that the general health was greatly improved by this systematic care, as many of the ailments, such as indigestion, were really the result of improperly cared for teeth. Last year our school physician advised many of our pupils to have their teeth attended to during the summer vacation, but whether through indifference or inability, very little was done.

An appropriation was asked for and granted for this purpose, and the pupils are already receiving the necessary attention to their teeth as rapidly as possible without interrupting the work of the classes.

### **Affiliation with Toronto University in Music**

There has been a desire for some time among the pupils and ex-pupils of the school that they be permitted to write upon the same examinations in music as seeing students, and in response to this desire arrangements have been made for them to take the same course as outlined in the University Calendar, substituting for sight reading improvisation in accordance with a suggestion from Dr. Ham. The change will give them confidence in their standing and pride in the diploma that they receive, and remove for all time the hint frequently made that their diploma was given as a matter of course, and did not represent a degree of attainment which its possession signified.



A Day in June, O. S. B.

### Improvement in Appearance

Following my recommendation last year that assistance should be given in the matter of the removal of eyes which were unsightly to look upon and a real menace to the health of the pupil, I have pleasure in reporting a marked improvement in the appearance of those who underwent the necessary operation. Parents naturally hesitate about giving their consent to what is really a very simple operation, and some cling to the hope that there is still a possibility of a partial restoration to sight. Under no circumstances whatever would I permit the removal of an eye where the remotest chance remained of ever regaining the faintest degree of sight. The possession of this precious gleam far outweighs the desirability of removing an eye, no matter how repulsive.

### Pupils' Clothing

Last July the following circular letter was sent to the parents of pupils, both former and prospective, with regard to clothing. This was found necessary owing to the delay often experienced in obtaining much needed articles of clothing, after the attention of parents is called to the fact. We have many visitors from all parts of the Dominion, and if parents only realized how shabby their children sometimes appear because of their failure to supply them with suitable clothing, they would take a little more interest in seeing that their needs were supplied promptly.

Letters are received regularly asking upon what terms pupils are admitted, what the annual fee is, and how much is charged for board. The answer sent is always to the effect that board and tuition are free to *bona fide* residents of the Province of Ontario, but it is insisted that sufficient and suitable clothing should be provided, and travelling expenses paid to and from the school.

### To the Parents of the Pupils Attending the Ontario School for the Blind

The term will reopen Wednesday, September 25th, and the attention of the parents is drawn to the fact that pupils should not be permitted to return to the School without an adequate supply of clothing. It is not to be expected that sturdy boys and girls can go through the school year from September to June with only one suit of clothes and one pair of boots. The enclosed list is intended to draw attention to the articles of clothing needed, and it is also urged that each article be plainly marked so that there will be no danger of loss in the laundry.

Pupils should also have a small sum of money on deposit in the Office to pay for having shoes repaired, glasses mended, and other incidental expenses which arise unexpectedly from time to time and must be met without delay.

W. B. RACE,  
Superintendent.

### Girl's List

All articles to be marked with name, and all articles to be in good condition.

- |                                     |                           |
|-------------------------------------|---------------------------|
| 4 Middies.                          | 1 Pair rubbers.           |
| 2 Skirts, dark and of good quality. | 2 Pairs shoes.            |
| 1 Sunday dress.                     | 1 Cap.                    |
| 3 Undervests.                       | 1 Pair gloves for winter. |
| 3 Vests.                            | Comb and brush.           |
| 3 Pairs of drawers.                 | Toothbrush.               |
| 2 Dark petticoats.                  | Kimona.                   |
| 1 Light petticoat.                  | 6 Handkerchiefs.          |
| 3 Night-dresses.                    | Slippers.                 |
| 3 Pairs of stockings.               | Extra shoelaces.          |



### Boy's List

All articles to be marked with name, and all articles to be in good condition.

- 1 Suit for Sunday.
- 2 Extra pairs of pants.
- 1 Overcoat.
- 2 Light blouses (to be made with collar and waist band).
- 3 Dark blouses.
- 3 Suits of underwear.
- 6 Pairs of stockings or socks.
- 2 Pairs of boots.
- 1 Pair of rubbers.
- 2 Sweater coats.
- 2 Nightshirts.
- Suspenders.
- 1 Pair of mittens.
- Neckties.
- 6 Handkerchiefs.
- 1 Toothbrush.
- 1 Comb and brush.
- 2 Caps.
- 2 Wash cloths.
- Extra shoelaces.

### Typewriting

Much interest has been taken in our typewriting classes, especially among the older pupils whose spelling is not faulty. This instruction is given by the stenographer, and good results are being shown. As a result of her training last year Miss Winifred Davison is now in receipt of a good salary as stenographer in the National Institute for the Blind, Toronto. Miss Davison acquired unusual facility at this work after a comparatively short period of training, which shows what intensive work will accomplish when there is the incentive of a good position ahead. She learned to take notes in Braille shorthand, but this was rendered unnecessary by the use of a dictaphone from which she does all her typing. I venture to hope that a dictaphone may be added to our equipment, so that the training in this important branch may be completed before the pupils leave the school.

### Visitors

During the year we were honoured with a visit from Mr. Ross, the Deputy Minister of Education for the Province of Alberta. Mr. Ross expressed himself as highly pleased with the provision made for the education and training of the Western pupils, and readily acceded to our suggestion that the Alberta Government should provide a broom-making outfit for a young man from that province, and also keep in touch with the success following his efforts to earn a living at his own home.

The Hon. R. T. Thornton, Minister of Education for Manitoba, paid a visit to the school during the summer months to obtain information regarding the industrial work of the school. As the school was not in session he was unfortunately not able to see the students at work, but he took a keen interest in inspecting the buildings and classrooms, and discussing the various problems in the education and training of blind youth.

The Hon. Dr. Cody, the recently appointed Minister of Education, spent a day in Brantford in the interests of technical education, and visited many of the city schools and several factories. Among the schools visited was the School for the Blind, where he delivered a brief address which was listened to with much interest.

Dr. Cody expressed himself as highly pleased with the reception given him and

was greatly impressed by the excellence of the musical numbers given for his benefit, and the rapid reading of Braille by one of the pupils.

One of the most enjoyable addresses given in our school was given by Lieut.-Colonel Mulloy, popularly known throughout Canada as Trooper Mulloy. Colonel Mulloy has the distinction of being the only Canadian who lost his eyesight in the South African war, but, with an ambition that surmounted all obstacles, he graduated from Queen's University and afterwards spent three years in post graduate work at Oxford. His address was full of helpful inspiration and he laid special emphasis on the supremacy of the spirit above all else.

Sir Arthur Pearson's visit to Toronto has done much to stimulate public interest in the blind of Canada, especially the blinded soldiers, for whom a beautifully furnished home named Pearson Hall, was formally opened by the blind baronet. One could not help but be impressed by the cheerful optimism which radiated from Sir Arthur's personality, and it is a matter of great regret that owing to the pressure of his engagements elsewhere he was unable to pay the expected visit to our school.

### **Farm Operations**

The question frequently arises as to the logical association of a farm with a school for the blind. The blind from the very nature of their handicap are precluded from playing an important part in the work pertaining to a farm, and cannot for that reason contribute to its maintenance, or derive benefit from their experience. There is some difference of opinion on this point, and individual cases are cited of young men giving valuable assistance in many of the operations that make up the daily routine of farm life. But a school for the blind is not a place to send a boy to learn to hew wood or draw water, nor is it the best place to become acquainted with stock and assist in the care of it.

The property belonging to the Ontario School for the Blind is becoming very valuable and parts of it could be disposed of to good advantage. The money thus acquired would go a long way toward providing separate Kindergarten quarters, or remodeling the school building, which remains to-day much as it was over forty years ago.

The roots and vegetables were very abundant this year, the milk supply has been more than ample for our needs, and the cellar is well stocked with apples from the orchard.

### **Improvements in Buildings and Grounds**

During the summer vacation advantage was taken of the absence of the pupils to make certain changes of a minor nature to improve the appearance and convenience of the corridors, class-rooms, dining-rooms and sitting-rooms. The Boys' Club Room was tastily renovated and given an attractive appearance more in harmony with the purpose for which it was intended. The dining-rooms were tinted, new blinds were added throughout, new chairs were provided, and with the white table linen and new cutlery there is a refreshing home-like appearance hitherto absent.

The removal of the upper panels in all the doors of the rooms on the first floor and replacing them with glass has served the double purpose of lighting the hallways and enabling those who are passing through to see what is going on in the class-rooms and practice rooms without opening the doors and disturbing those who are busily engaged in their work.

The ground to the east of the boys' dormitory has been levelled, terraced and seeded, and the general appearance of the place has been greatly improved.

The lower limbs of the trees in the park and along the walks have been cut, and the grounds present a less shaggy and unkempt appearance. There remains yet much work to be done in the way of improving the roadways and sidewalks leading up to the main building.

The absence of drinking fountains in the school is a great inconvenience, and I recommend that these be installed as soon as possible. A programme clock to ring automatically the changes in the lesson periods and the summons to meals and roll-call is badly needed, as the present gong is not heard in all parts of the building, especially where the pupils are practising on the piano or attending vocal classes on the third floor.

#### **New Musical Director**

The resignation of Mr. W. Norman Andrews as Musical Director after eleven years' association with the school made it necessary to secure a successor in time for the school opening in September. The vacancy was filled by the appointment of Miss Jeannette Killmaster, of Port Rowan. Miss Killmaster comes very highly recommended. She is a graduate of the Toronto Conservatory of Music, afterwards spending three years abroad studying under the best masters. For several years after her return she taught music in Peterborough and was associated for some time with Miss Veal's school, "Glen Mawr," Toronto.

#### **Industrial Department**

The work of the Industrial Department during the past year proceeded with much regularity. A reference to the report of Mr. Donkin, the instructor, shows the interest that was taken in broom-making, an industry introduced for the first time into our school last session. As a result of this training one of the young men secured a place in the Workshop for the Blind at Ottawa, where he has been working successfully on a self-sustaining basis. Another young man from the Canadian West was provided with an outfit, consisting of machinery and a supply of broom corn, by the Alberta Government, and from the latest reports has been doing a successful business making brooms at his own home.

Much time was devoted to chair-caning, at which the boys are very skilful, but the experiment in the shoe department was not a success and shoe-making has been given up.

Manual training benches have been installed in the workshop to resume the Sloyd work which had been interrupted for several years. The best equipped schools for the blind in the United States were not without this very valuable aid to the training of the pupils, and a knowledge of the use of tools is of as much importance to the training of the blind as of seeing pupils.

#### **Illness of Miss Cronk**

The many friends of Miss Cronk will be sorry to read in Dr. Marquis' report that she has suffered from a cerebral hemorrhage. Miss Cronk has been associated with the O. S. B. since its establishment in 1852, and as the visitors' attendant gave many years of faithful and valuable service. Everybody, therefore, who attended the school will remember her and regret that owing to her attack she is absent from her usual place. She is at present at the home of her brother in Wellington, Ont., on sick leave.

### The Convention in 1919

The convention of the American Association of Workers for the Blind will be held in Toronto in June, 1919, and it is a happy coincidence that the Director of the National Institute for the Blind of Toronto, Mr. C. W. Holmes, is the president of the Association. It is to be hoped that all who are interested in the blind will avail themselves of this opportunity to hear the interesting discussions which will certainly form part of the deliberations of the gathering. It is the first time that Canada has ever been favoured with a convention of this kind, and the representatives of the various schools and workshops in the United States are looking forward to the rare treat of a visit to Canada, and especially to a city which so distinguished itself in its voluntary enlistment for overseas service and in the raising of funds for every purpose in connection with the war.

### Convention at Colorado Springs

It was my privilege in June to attend the convention at Colorado Springs of the American Association of Instructors of the Blind. Delegates were there from nearly every State in the Union, among whom were thirty-two superintendents of American schools and many teachers and workers interested in hearing the discussions arising from a very promising programme. En route to the convention visits were paid to the schools for the blind in St. Louis and Kansas City, visits which served to break the monotony of a tedious midsummer railway trip and to enable the delegates to visit the schools and workshops for the blind. Superintendents Green and Harrison, ably assisted by their wives, gave a most cordial reception to the delegates and spared no efforts to make the occasion a profitable and memorable one.

I was deeply interested in meeting for the first time the heads of so many schools and to hear first hand the various viewpoints on the many problems affecting the blind. The papers read in the convention were able and interesting, and the discussion arising from them profitable, but the greatest benefit derived was in the interchange of ideas away from the convention hall.

The convention was held in one of the loveliest spots in all America, embracing as it does the beauty of mountain peaks, ravines and waterfalls on the heroic scale of the west. Pike's Peak is in full view of the school a short distance away.

The Colorado School for the Blind and Deaf was planned and built with generous completeness, from the separate little surgically perfect hospital building to the well-stocked farm with its forty head of cattle, and the greenhouse which supplies all the tables in the school with flowers the year round.

The convention itself was like Walt Whitman's "City of Comrades," every man and every woman filled with the same cordial desire to do what was best for the education of the sorely handicapped children entrusted to their charge. The general atmosphere of helpfulness and sympathetic consideration of each other's problems was refreshing, and that much good was derived from the association together for several days there can be no doubt. I came away from the convention feeling that the interests of the blind in America could not have been entrusted to a more whole-souled, cultured group of men and women than those who had been selected by their several states for their special fitness for that purpose.

The convention was called to order in the chapel of the school the evening of our arrival, by Superintendent W. K. Argo. Addresses of welcome were made by

the mayor of the city and others, and fittingly responded to by the President of the Association.

Mr. Thomas S. McAloney, President of the Association and Superintendent of the Pittsburg School for the Blind, delivered his presidential address in which he made a feeling reference to the passing of three superintendents since the last convention. Mr. John E. Ray of North Carolina, Mr. J. V. Armstrong of Tennessee, and Mr. William Bell Wait of New York.

Speaking on "The New Education and its Relation to and Influence upon the Education of the Blind," he gave a brief summary of the features which have been introduced or else perfected in the past decade as follows:—

1. The adoption of a uniform type for the blind of the English-speaking world.
2. The gradual elimination of pupils of very low mentality from our schools.
3. The introduction of sight-saving classes for the partially blind in institutions for the blind and in public schools.
4. The regular and scientific training of our girls in homemaking.
5. The systematic physical training given our pupils in the gymnasium, the swimming pool and on the athletic field, the holding of competitive athletic meets which has done much to promote self-confidence and school pride.
6. The education of the blind with the seeing in high schools and universities, as well as in special classes for the blind in public schools.
7. The introduction of new courses of study which are more elastic and which give equal opportunity for the development of the bright as well as the dull child.
8. The establishment of separate kindergartens for the young blind.
9. Greater attention to vocational work, especially for those of lower mentality.
10. The extension of the educational work to include the services of a field officer.
11. The establishment of national and state associations for the prevention of blindness.
12. The organization of associations for the adult blind which co-operate with our schools in establishing our ex-pupils and graduates in the work they are best prepared to do.

Miss Mabel Gillis, Librarian of the Department of Books for the Blind in California State Library, evidently belongs to the new generation of librarians, whose object is not to keep their books in neat rows on the shelves but to get them honestly worn out in the hands of readers. She spoke of sending books in all the known types for the blind—some fifty or sixty per day—to Washington, Nebraska, the Hawaiian Islands, and even Chinese books to China.

Thereupon some discussion arose as to the advisability of libraries crossing each other's territory in this manner and a committee was appointed to make a survey and to recommend the location of libraries in Canada and the United States.

Miss Susan B. Merwin, State Superintendent of the Kentucky School for the Blind, Louisville, dealt with the subject of typewriting and maintained that it should find a conspicuous place in schools for the blind because it affords an excellent method of teaching spelling, English and correct pronunciation; because it develops quickness and accuracy of thought and action; because it is invaluable in the pursuit of any career, whether business or professional; because it means that the blind may be less dependent and better equipped for the struggle of life, and because it affords another opportunity for a livelihood. In the Kentucky school only pupils who have had seventh or eighth grade English are given instruction,





London Bridge, O. S. B.

which high standard of eligibility has acted as a wonderful stimulus to better language and grammar work. Blind pupils are usually bad spellers, which is due probably to the fact that the written word makes less of an impression on the finger than on the eye. The use of the typewriter develops quickness of thought and action. Most blind pupils need a stimulus to promptness. Composition directly on the typewriter requires the concentration of a keen, alert mind, and such training is invaluable. The knowledge that the blind writer cannot see to erase and correct errors makes him accurate and careful both in thought and mechanical operation.

The blind student who has thoroughly mastered the typewriter feels a certain sense of independence and security because he knows his handicap is very materially lessened. It is surely a great comfort as well as a wonderful advantage to be thus able to express one's self independently.

If this independence is desirable in school and home life, its value cannot be estimated in the pursuit of a business or professional career. In any business in which the blind man or woman may engage or in any profession which they may seek, the typewriter plays a most important part.

The real purpose of typewriting as it should be taught in our schools for the blind is not to make typists of our pupils—some few may become successful in this field of endeavour—but its real purpose should be to help the blind to help themselves.

In the discussion which followed sides were taken on the question of the age at which children should be permitted to use the typewriter, some superintendents stating that they allowed children of nine years of age to write to their parents in this way, others standing for dignity and restraint, allowing the use of the typewriter as a special privilege to be accorded only to those who had shown themselves capable of appreciating the need of care in the use of the machine.

### Report of the Committee on Uniform Type

An important feature of the convention was the report of the Committee on Uniform Type, given by Mr. H. R. Latimer, of Baltimore. He gave an interesting account of the difficulties in the way of the committee, the inertia to be overcome, and the thousands of volumes that would have to be rejected as soon as the present generation of readers had passed away. The plan to be followed was to leave the present stock of books everywhere for the use of those who could read them, but to introduce the Revised Braille, grade 1½, into the printing houses and the lowest grades of our schools.

This Revised Braille was an evolution of the English Braille, which upon careful investigation had proved its superiority in ease and simplicity over the New York Point System. One subject in dispute was the use of contractions. It was found that 150 contractions served to save only 3½ per cent. of space, with the result that these had been rejected. At the Halifax convention this revised Braille had been adopted, although the English had not yet officially accepted it.

The convention then by a unanimous standing vote adopted the Revised Braille, grade 1½, recommended by the committee, thus settling definitely a much vexed question, which had tended to disturb the harmony of many previous conventions.

Mr. McAloney made the interesting statement that in Pittsburg one hundred and thirty women had learned Braille during the preceding winter, and of these fifty were copying books during the summer.



**Musical Training of the Blind**

In an excellent paper on the above mentioned topic, Miss Adelaide M. Carman of the Indianapolis school drew attention to the fact that in one respect at least schools for the blind had been for years in advance of the public school system. Far-sighted men in the very beginning of the work for the blind knew the value of music as an educational factor, and gave it an equal place with the literary and industrial. This probably accounts for the idea that the blind are unusually gifted in music, whereas their general culture in music has been more extensive and their appreciation consequently in advance of other students. Miss Carman divides students into four classes, as follows:—

First. Those whose knowledge of music is gained entirely from class work in chorus, ear-training, and *solfeggi*.

Second. Those who have individual training in the various branches and whom we wisely or otherwise classify as mediocre.

Third. Those who by one-tenth talent and nine-tenths application, or as some one defines genius—one-tenth inspiration and nine-tenths perspiration—are able to win for themselves more or less of a place as performers and teachers.

Fourth. Now the fourth class is somewhat conspicuous by its absence. I refer to the artist and teacher of recognized and equal ability with the best. Of these there are no great number yet, but this does not signify that it must always be so. Because we cannot make artists of all of our students do we despair? Not at all. The real teacher has faith that every earnest effort clears the way to some extent.

Superintendent E. E. Bramlette of Texas laid emphasis on the fact with which other superintendents agreed heartily, but which the general public does not always realize, that the education of the blind child does not differ in essentials from that of the seeing child, and that therefore schools for the blind are not eleemosynary institutions but free public schools.

Superintendent G. F. Oliphant of Georgia gave a most refreshing paper, full of pricks and spurs. It was a difficult paper to reproduce, not being divided into classified headings, and the large and stimulating thoughts he expressed sent the mind far afield: and yet it was practical, too, in the broadest sense. Freedom, he said, is not a gift, it is an achievement; freedom is not the right to be idle, it is not the right to refuse obedience. There are no such rights. Freedom is the right to choose our work, to choose whom we will obey. Instructors for the blind have a tendency to repress individuality, but it is the business of the true teacher to encourage those individual traits which are helpful and to repress those that are the reverse. Primarily there are no weeds nor bad men. There are only bad gardeners and bad teachers. If we believe this we can develop the growth of our pupils instead of repressing and destroying and obstructing. We cannot make anything grow. We can only produce conditions of growth and let it grow. The spiritual kingdom is as if man should cast seed into the ground and it groweth up night and day he knows not how. "Much of our trouble and discipline comes of our getting in the path of the lusty soul and getting run over."

He touched upon the treatment of partially seeing pupils. They are sometimes a convenience, but their reaction on the education of those really blind is in most schools wholly bad.

On the other hand the education of the blind should produce individuals so efficient and capable that they will soon merge themselves into the world of seeing

people. It is a fine compliment to pay a blind person to say of him, "in his presence I entirely forget he is blind."

One invigorating thought the speaker expressed was that we must not encourage our pupils or ourselves to dodge life, to seek soft places, to refuse the gift which the gods thrust into our laps. We must suffer, at least enough, to know pleasure when it comes to us. We can never enjoy warmth until we have suffered fierce cold, nor food until we have suffered hunger. Our soldiers who have seen active service in France have a calm sureness in their gaze because they have known deadly fear and grappled with it. They have suffered until the mere absence of suffering brings keen and satisfying pleasure. Too often the walls of the school not only shut pupils in, but shut life out. Sometimes the attempt is made to have these walls like a baleful shadow follow them out into the world and protect them from the adventures of life. The prime principle with every teacher should be "I am come that they might have life and that they might have it more abundantly," and not "I am come that I might have a living and that I might have it more abundantly." Let us have more faith in the ability of our pupils to work out their own salvation both in school and out and teach them to meet life unafraid. Only to the fearful and the unbelieving is life a menace and a danger.

Mr. Harold Molter, head teacher of the boys' school, Perkins Institute, Mass., was absent on military service and his paper was read by Director E. E. Allen, whose cultivated enunciation rendered listening a genuine pleasure.

The question discussed was "How Best to Make the Blind Efficient Citizens." There are at least six requisites—health, recreation, knowledge, vocation, appreciation, morals. In concrete terms the efficient citizen is a healthy man who has a definite vocation to follow with a sound general knowledge, a taste for reading, music and art, and finally he must possess and practise daily and hourly a sound code of ethics.

To hold a nice balance between the relative claims of the cultural and the useful subjects in the High School programme was the aim of the paper. He gave an interesting discussion of the real meaning of culture—the development or strengthening of powers, illustrating by lively examples, of which this was one:—

"I once saw my brother break down the parting wall between two rooms with strokes of a hammer. I shall never forget the lesson in persistence and evidence of the power of the mind on the body which was displayed in those five minutes. The impression was so great that from that day to this, when I have been confronted by a serious obstacle, there has unconsciously loomed up the picture of that energetic young man, and the obstacle has been surmounted. How many mathematics lessons would I have to tackle and overcome, pray, before I was cultivated enough to reach the point which I did as a result of that wall wrecking experience of five minutes' duration."

Not that he spoke slightly of the cultural subjects, only that our conception of what is included under that heading should be widened and that these subjects should be chosen to suit the individual, not forced indiscriminately on all.

In summing up, his recommendation given "after much thought and experimentation" was as follows:—

1. Let us provide for a rich social atmosphere, where Boy and Girl Scouts, Literary and Athletic associations, plays and pageants, dancing and other social functions, play an important part, an atmosphere in which the children may

steep themselves, associate with each other, learn to know each other and measure themselves against one another. This is important. And let this atmosphere expand and include association with the seeing world.

2. Next, by all means let every eligible pupil of high school age study Latin, Greek, Mathematics if he wants to. But instead of forcing these subjects upon all pupils, let those who have the ability and the interest begin with the Latin and Mathematics. Let it be an honour, a privilege, for them to enter such classes. For such pupils these subjects will be both cultural and useful. Interest is indeed the basis for all real accomplishment.

3. Let us have a minimum course of study for all pupils, in which literature, composition, history (particularly modern history), current topics, general science, shall be required of every pupil as useful subjects, a knowledge of which is necessary for efficient citizenship.

4. If small groups display interest in any other subject, let them unite and have a class formed which shall study that subject in addition to the minimum course. So shall each pupil be cultivated through the study, instead of the study being cultivated on the pupil.

Now in our institutions for the blind, with their many departments—manual, music, tuning, physical training, and literary, the question arises: how is it possible for a pupil to enter all of these departments and accomplish definite results in the minimum of time? The answer is they cannot.

In the matter of vocational work every pupil should have the purely educational part of manual training taught in the earlier years, and during the High School course he should specialize in one vocational calling.

Mr. H. R. Chapman, head teacher Department for the Blind, California School for the Deaf and Blind, Berkeley, discussed what we ought to know about the child we teach.

He traced the gradual development of the individual child during the last few years. Speaking of the classes for "Misfit" children in California schools, and of classes for partially seeing children in other cities, and quoting with approval the words of the President of the State Normal School at San Francisco, "There are no misfit children, but there are misfit schools, misfit texts and studies, misfit dogmas and traditions of pedants and pedantry. There are misfit homes, misfit occupations and diversions. In fact, there are all kinds and conditions of misfit clothing for children, but, in nature of things, there can be no misfit children."

He concluded that we should call in the services of a physician and a psychological expert to supplement our own intimate study of the child so that we may be able to give him the best possible education, mental, moral, and physical.

Dr. Samuel P. Hayes, Director of Psychological Research, Pennsylvania Institute for the Blind, Overbrook, gave an exhaustive account of his methods of applying psychological tests to blind children. The results are more or less tentative so far, but the outcome is likely to be of some value in the teaching of the blind.

In connection with the Halifax disaster, Mr. McAloney had appointed a committee to serve with a similar committee of the American Association of

Workers for the Blind in planning possible measures of relief for those whose eyes had been injured. Director E. E. Allen, of the Perkins Institution, was called upon to give the report of this committee. It was intensely interesting to hear from one who had seen the frightful results with his own eyes.

The known cases of injury to the eye amounted to six hundred odd, chiefly women who were at home at the time and had rushed to the windows on hearing the first explosion, and had thus been caught in the "blizzard of glass" caused by the second and more tremendous one.

The pupils of the Halifax School for the Blind had been trained in expectation of possible bombing, and at the first sound had promptly marched to the basement, thus escaping injury, although eight hundred of the school's windows were smashed.

Mr. Allen gave some account of the oculists who had come in from outside cities, and added their skill and labour to those of the four resident specialists, thus saving hundreds of eyes that might otherwise irrevocably have been lost. He told also of the work of Sir Frederick Fraser and of his own and other committees in planning for the relief and education of the injured. It was reassuring to learn that the number of those practically blinded by the explosion would be less than one hundred.

Mr. Allen spoke among other things of the probability of life-saving classes being established in Halifax, and the next paper dealt with the subject fully.

Mr. R. B. Irwin is supervisor of classes for the blind in public schools, Cleveland, Ohio, and in his absence the paper was read by Mr. VanCleve. In Cleveland there are seven sight-saving classes, with the services of a visiting oculist two afternoons per week, whose duty is to see that the defective vision of the pupils is properly conserved. These classes are essentially public school classes, the aim being to keep those with partial vision as closely as possible in touch with normal children, instead of segregating them with the totally blind, to the detriment of both. All schools for the blind find partially seeing pupils their most puzzling problem, and an actual drawback to the work of the totally blind. These sight conservation classes promise to solve the question to the satisfaction of all concerned. In them careful use is made of whatever degree of vision the child may possess. Large blackboards with large soft crayons are used, heavy soft pencils with unglazed paper, large typed books and of course the best natural and artificial light obtainable. It promises to be a splendid piece of work to rescue the doubtful class by drawing them from the ranks of those who must read and do all other things by touch, and place them among the great ranks of the more or less normal of mankind.

An interesting "Olla Podrida" was next presented by Mr. Thurman, of the Utah School for the Deaf and Blind, a composite message from several teachers there. The first was a statement which is generally acknowledged by teachers of the blind but is directly opposed to the almost universal belief, namely, that the blind, and especially those blind from birth, are less quick and accurate in their use of the other senses than the normal person. Probably the knowledge acquired through each sense is strengthened and clarified by the knowledge acquired through the other senses, and the blind lack the great awakening which the world of sight gives. For this very reason every effort should be made to stimulate and train the use of the other senses in youth.

The second was an enthusiastic account of the use and value of dramatization to little blind children. It is something they love, and this in itself is a great recommendation. It tends to make them less self-conscious, more graceful of movement, more mobile and expressive of feature. It stimulates the imagination and thus the whole brain. The stories recommended were the Robin Hood and King Arthur Tales and the Wagner Opera Stories, the latter accompanied by the playing of the motives, or, better still, by the whole music on the piano or the victrola.

Even more enthusiastic and convincing was the story of the librarian who claimed the credit of having allowed the volumes of his library during the preceding year to contract scrofula and spinal meningitis, his picturesque way of saying that they were being worn out with constant use, and the one word accessible explained all. He had introduced a Braille card index system which allowed pupils to choose books for themselves and even to do independent research work.

Superintendent S. M. Green, of the Missouri School for the Blind, St. Louis, discussed the question of "Training the Blind Pupil for Citizenship." He followed what he called the well-known trail of the development of mind, body and spirit to their highest degree, but his paper was full of practical suggestions of especial value to the young teacher. He laid emphasis on the need of teaching the blind the care of the body, so that they would know the need of exercise, the value of an erect carriage, the means to employ against simple colds and other infections, and so on. Athletics, boy scout hikes, etc., should be encouraged.

Then, in the matter of fitting him for his social environment, he should be encouraged to take part in political meetings, in red cross and war stamp rallies, in pageants, concerts and orchestral performances. He must be taught the value of an attractive personality, a well groomed body, neat attire, and courteous manners. It is cruel to send out a piano tuner who does not know how to greet the lady of the house.

Every pupil, too, must be trained to do at least one thing well enough that he can thereby earn his own livelihood, but over and above all he must be enkindled with an unconquerable determination to take his place as a man among men.

The speaker ended by giving some concrete instances of the work accomplished in his own school which are worth quoting as examples of what can be done by the blind.

Homer Davenport left us to graduate from the law school of Washington University, became County Prosecuting Attorney of his native county for two terms, and then Probate Judge, is a much-prized speaker for Liberty Bonds, Red Cross, and Y.M.C.A., was our honored guest who gave our commencement address this year. Has he not qualified as a good citizen?

Ernest Howell, a travelling salesman, worked six months for his company before they discovered his handicap, though entirely blind. He was among ten best salesmen in contest among forty-six; has taken out a claim of 320 acres in a western state and put on it a man to improve it. His brother, Ben Howell, a piano salesman and tuner, owner of a piano store in his native town, is a respected business man of the community.

Joseph Huber, acknowledged best cornet teacher in a city of eight-hundred-thousand inhabitants, who made the trip to the Panama Pacific Exposition to





A Class in Sewing, O. S. B.

play in an official band, frequent soloist at our municipal band concerts, is on our own band staff.

Edward Golterman, handler of produce for commission men, beginning this work in summers before being graduated from school, continued until he owns teams and wagons for his hauling outfits. He is on the job every day from 8 a.m. to 9 p.m., with money in the bank.

Edith Cook Scott, former printer and voice teacher, moved to a small town, has taken her place as soloist and musician in church circles: meets every week with women of the Red Cross Unit. She crocheted a small handbag which sold for \$230.00 at a Red Cross Rally.

Lena Hill, taking a course in business college, is a stenographer and typist in a large insurance office, daily proving what she can do in business circles, and is happy in her work.

Margaret Wade, a grade teacher in our own school, was graduated from the Harris Teachers' Training College, post graduate of the Kroege School of Music, is teaching a piano class in her own neighbourhood in the afternoons. Has she not proved her usefulness to the community?

Our this year's graduate, Bertha McGuire, has had a story telling hour every summer for the past five years at one of our largest playgrounds. She has gladly done this for the joy of giving a community service, as she has not been paid for it. Her dramatic talent has been so marked that she has been chosen for a leading speaking part, Poland, in our municipal pageant, with nine hundred participants, for the St. Louis Fourth of July celebration.

All of these are entirely blind.

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#### PHYSICIAN'S REPORT

TO THE HON. H. J. CODY, M.A., D.D., LL.D.,

*Minister of Education for Ontario.*

SIR.—I have the honour to present my annual report for the year ending October 31st, 1918.

The past year has been a heavy one in my department, partly due to the outbreak of Spanish influenza which invaded the school in October.

Mr. J. B. Wilson, Chief Engineer for some years, died during the year of an acute abdominal trouble.

In January a female pupil was operated on for acute appendicitis. Also a small boy was operated on for a troublesome inguinal hernia. Both made uneventful recoveries. These operations were performed in the Brantford General Hospital.

During the session a junior male pupil fractured his right arm above the elbow. He made a good recovery.

In October Spanish influenza broke out in the school. We had in all seventy-nine cases, including officers, of which ten were complicated by pneumonia. It is a satisfaction to report that all made good recoveries.

I cannot let this opportunity pass without expressing my appreciation of the excellent work done by our nurses during the recent outbreak. It was impossible to get outside assistance, and our own nurses, graciously and ably assisted



by some lady members of the staff, succeeded in caring for this large number of cases of seriously ill, delicate children, with the gratifying results above stated.

I want again to thank your Department for the foresight shown in appointing to the school a professional nurse. Her worth was particularly in evidence in the recent epidemic, but, in addition, throughout the year she gives daily many little attentions which add greatly to the comfort and well being of the pupils.

During the past month it was necessary for Miss M. Cronk to go to her home. She suffered from a cerebral hemorrhage a few weeks ago. She has been an officer for years at the school and will be missed by many old friends.

I have the honour to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

Brantford, December 1st, 1918.

# REPORT ON MUSIC

TO THE HON. H. J. CODY, M.A., D.D., LL.D.,

*Minister of Education for Ontario.*

SIR.—I have the honour to submit my Report on the Music Department of the Ontario School for the Blind, Brantford.

The examinations in connection with this detailed Report were conducted on May 30th and 31st, 1918, and the subjects included were Piano-playing, Violin-playing, Voice-production, and Solo-singing, Choral class work and the Theory of Music.

Twenty-nine pupils were presented for examination in Piano-playing, nine in singing, three in Violin, and twenty-one in the Theoretical subjects—making a total of sixty-two.

PIANO.—Of the beginners who constitute the Preparatory or "Progress" class, five were marked "fair," two "very fair," and one "good."

In Grade No. I, five "passed," and one gained Honours (i.e., over 70 marks).

In Grade No. II, three passed, two reached the Honour standard and one failed.

In Grade No. III, one passed.

In Grade IV, two passed.

In Grade No. V, one passed and one obtained honours.

In Grade No. VI, two gained honours.

In the graduating class two passed. These pupils are the first to gain the Licentiate Diploma of the O.S.B., and both were prepared by Miss Harrington.

Amongst the students of this class there are a number who possess more than average musical talent, and the majority will develop into excellent performers of real artistic merit, provided they receive careful technical teaching combined with intellectual guidance.

On the whole Miss Harrington and Miss Smythe are to be congratulated on the results obtained during the past year.

VOICE-CULTURE AND SOLO-SINGING.—Nine pupils were examined in these subjects.

In the Rudimentary or Progress class, two were "good" and one "fair."

In Grade No. I, three passed.

In Grade No. II, one passed.

In Grade IV, one passed.

In the graduating class (Licentiate-ship) the one candidate who entered showed marked improvement in her work since last year, and yet did not reach a sufficiently high standard either artistically or technically to pass the somewhat severe test.

Considerable improvement was shown in the matter of voice-production in all grades of this class, which is under the direction of Mr. W. Norman Andrews.

VIOLIN-PLAYING.—In this branch of study three candidates were examined.

One in the "progress" stage was quite promising.

In Grade No. III, one passed.

In Grade No. IV, one gained Honours.

Miss Jones, who has charge of this class, is doing capital work, and the results are eminently satisfactory.

RUDIMENTS, Grade No. I.—In a class of ten pupils two just failed, one passed, two gained honours, and five first-class honours. Such a result reflects much credit on Miss Jones.

RUDIMENTS, Grade No. II.—Three pupils were orally examined in a part only of the work of this grade. The results were unsatisfactory.

HISTORY OF MUSIC.—Two pupils finished their course in Grade No. 3, one passed and the other gained honours.

IMPROVISATION.—The two students who were examined in extemporization or improvisation displayed very little knowledge of the subject.

In view of the fact that improvisation is of the greatest importance to students in their intellectual development, definite instruction should be given to all pupils in the higher grades of both Organ and Piano-playing. In this connection the study of Counterpoint is almost a necessity. Unfortunately, during the past year this subject has been altogether omitted, although I have on several occasions recommended that it should be permanently taught.

HARMONY.—Intermediate standard, being the equivalent of the University of Toronto local examinations.

Five pupils entered, and all reached the first-class honour mark, their teacher being Mr. W. Norman Andrews, the Musieal Director.

I note that some of these pupils were successful in examinations of a *more* advanced character *several* years ago! Two of these students were quite clever and they are capable of doing more important theoretical work if the opportunity is given them.

The serious study of Counterpoint, Musical History and Form should be taken up and should occupy a *permanent* place in the musieal life of the school.

It is essential to all students of music, and particularly in the case of the Blind, that the *intellectual* side of their natures should receive careful attention, to counterbalance, as it were, their strongly emotional tendencies.

The study of Counterpoint, and indeed the Theoretical side of music generally, is of the greatest value in this connection.

TUNING.—The Tuning school is making good progress under the able guidance of Mr. Ansell.

From personal observation I can safely state that the pupils are now receiving a thorough grounding in Practical Tuning, based on scientific knowledge.

It is a pleasure to note the efficiency of this department.

I am informed that during the past year three young men from the O.S.B. have obtained positions as tuners with a large Toronto firm of piano manufacturers, and their work has been so satisfactory that they have already received two advances in their wages, thus demonstrating the practical utility of the department.

CHORAL CLASS.—The Choral Class (Conductor, Mr. W. Norman Andrews) is a well-balanced body of excellent voices. They sang two unaccompanied Part Songs with considerable expression and good tone quality.

An excellent three-manual organ has just been installed in the large hall of the school, which should prove a valuable addition to the working equipment.

In concluding my remarks, I should like to record my thanks to the able and courteous Principal (Mr. W. B. Race) for facilitating the work in connection with my duties as examiner.

I have the honour to be,

Sir,

Yours obediently,

ALBERT HAM,

*Mus. Doc., F.R.C.O.*

# OCULIST'S REPORT

TO THE HON. H. J. CODY, M.A., D.D., LL.D.,  
*Minister of Education for Ontario.*

SIR.—I have the honour to report the results of the examination of the pupils' eyes for the year 1918.

	Male	Female	Total
Number of pupils examined .....	58	35	93
Examined for first time.....	13	4	17
Re-examined after an absence of a year or more .....	3	3	6
Examined last year.....	42	28	70

This tabulation does not include all of the pupils enrolled at the school, as the Superintendent thought it unnecessary to trouble those who have no eyes and of whom the records are complete.



Toy Symphony, O. S. B.

In the following classification of diseases only those examined this year are included:—

Disease	Male	Female	Total	Percentage
Ophthalmia Neonatorum .....	11	11	22	23.6
Optic Atrophy .....	11	7	18	19.3
Cataract, Congenital and Lamellar .....	6	8	14	15.1
Injury to one eye followed by Sympathetic Ophthalmia in the other .....	7	1	8	8.6
Injury to both eyes.....	2	.....	2	2.2
Injury by gunshot wounds, powder and dynamite explosions .....	4	1	5	5.4
Congenital Coloboma of Iris and Choroid .....	3	.....	3	3.2
Congenital dislocation of lens.....	1	.....	1	1
Retinitis Pigmentosa.....	1	1	2	2.2
Interstitial Keratitis.....	1	2	3	3.2
Chorioiditis .....	1	1	2	2.2
Aniridia .....	.....	2	2	2.2
Uveitis .....	2	.....	2	2.2
Buphthalmos .....	1	.....	1	1
Growth, eyes enucleated, probably Glioma.....	1	.....	1	1
Measles .....	4	.....	4	4.3
Myopia .....	2	1	3	3.2

Of the pupils examined on previous occasions and again this year there is little change to record. The usual slight fluctuations in sight were found, these depend on the nature of the disease or the condition of the general health. But the improved appearance of a number of the pupils was remarkable, due to the replacement of disfiguring blind eyes with artificial eyes. This change is so much appreciated by the pupils themselves that I have had to refuse the enucleate some eyes, which, while very objectionable to look at, were yet of some service, enabling their possessors to avoid large objects and to keep to the sidewalk.

The class entering the school for the first time is always most interesting from a study of the conditions causing blindness: Noticing the different kinds of congenital conditions, sad but unavoidable, or those diseases which may attack an eye and cause blindness at any time of life—equally sad and unavoidable; while consideration of the large class of so-called preventable blindness is apt to arouse quite other emotions, for instance, Ophthalmia Neonatorum, a lifetime handicap for some one's folly or some of the accidents revealing gross carelessness, sometimes by the victim, sometimes by the carelessness of other persons. And the varying ages of onset, compared with their ages on entering the school, makes one speculate as to why they were kept so long from the opportunity to get the best possible education under the circumstances.

In this year's new class of seventeen there are six with congenital defects, four blind from unavoidable diseases coming on at the ages varying from one year to twenty-one: two from Ophthalmia Neonatorum and five from injuries. Of these, two certainly, probably three were injured in one eye and lost the other from Sympathetic Ophthalmia, which in almost every case might have been avoided by sacrificing the offending eye.

There is no question as to the eligibility to the school of all of these, as the sight of most of them is very bad, and it certainly would be very unwise for any of them to try to get their education in a public school.



Classifying the sight of all examined we find the following:—

	Males	Females	Total
Without perception of light in either eye .....	8	6	14
Perception of light only in one eye .....	16	7	23
Perception of light in both eyes.....	6	3	9
Limited objective vision in both eyes .....	11	14	25
Limited objective vision in one eye.....	17	5	22
			93

A few pupils required attention during the year, and while in two or three cases the feeble sight they possessed, for a time seemed menaced, in no case did it suffer finally, all having been restored to their former condition.

At the time of writing the influenza has left no bad effects as sequelæ on the eyes of the pupils, and although some of their ears were infected in a mild degree, all recovered without serious complications.

Respectfully submitted,

B. C. BELL.

Brantford, Dec. 30th, 1918.

### LITERARY EXAMINER'S REPORT

TO THE HON. H. J. CODY, M.A., D.D., LL.D.,  
*Minister of Education for Ontario.*

SIR,—I have the honour to present herewith my report on the literary work of the Ontario School for the Blind for the academic year ending June, 1918.

#### Staff

Since making my last report Major James returned to his duties at the Department of Education and Mr. W. B. Race, B.A., has been appointed to the principalship of the school. Mr. Race is a practical collegiate teacher of several years' experience and possessed of a kindly and sympathetic disposition.

The late Mr. Wickens, who served faithfully and well, as vice-principal for many years has been succeeded by a public school man of considerable experience and ability, in the person of Mr. G. A. Cole.

In other respects the staff is essentially the same as at the last report. All possess the proper normal certificates but one.

#### Courses of Study and Organization

As a result of the careful study and thought given to the work of the school by Mr. Race and Mr. Cole, the pupils are graded very satisfactorily although a further improvement in this respect is promised for next year. Classes corres-

ponding to Forms 1, 2, 3, and 4 of the public schools are in operation and an entrance class which I carefully examined in all the subjects of entrance work except art, showed considerable proficiency in the work of that grade. Junior high school work will be taken up next year.

Apart from the regular course of study as laid down for the public schools the pupils are instructed in bible study, knitting, telegraphy, typewriting, basket making, broom making and shoemaking.

Some of the older pupils of former years did not return this year and as only comparatively few new pupils are in attendance the school is somewhat smaller. This permits of fewer pupils per teacher and thence more effective teaching.

### Work of the Pupils

I examined the several classes in reading, writing (point and script), arithmetic, literature, spelling, history, grammar, hygiene, composition, and geography.

In arithmetic all the classes have made considerable progress, owing very largely to the introduction of a new slate which enables them to work more rapidly than in former years. It will be possible to increase the work covered by each form next year.

The pupils had a good idea of the several selections from the reader upon which they were questioned. A wider range of reading matter would be of great value to the class. More text-books would facilitate the progress of the pupils and simplify the work of the teachers.

Nearly all the pupils spell well. Those who did not spell well were mostly confined to the primary and first book classes. Some had not been long enough at school to be familiar with the point print and will doubtless improve in spelling as they become more proficient in reading.

In geography there was more improvement than in any other subject. A wider course is being studied than in former years and the subject is being presented in a better way to the pupils.

The same interest and proficiency were observed in history, grammar, and composition as in former years.

### Notes

1. The attainment of knowledge by the pupils is made subservient to their happiness. Every effort is made by the principal to make the school life of the pupils happy.

2. I would suggest that greater attention be given to the physical training of the pupils.

3. The pupils deserve great credit for the work done by them for the relief of our soldiers at the front.

E. E. C. KILMER,

*Inspector, Brantford Public Schools.*

Brantford, June 10th, 1918.

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## REPORT OF INDUSTRIAL DEPARTMENT FOR SESSION ENDING JUNE, 1918

W. B. RACE, Esq., B.A.,  
*Superintendent.*

DEAR SIR,—I have the honour to report that during the session twelve boys were given instruction in chair-caning, ten in broom-making, three in furniture-making, and nine were given some instruction in shoe-repairing.

During the session of 1916 and 1917, it was decided by Principal C. W. James to add to the industries already being taught, the trade of shoe-repairing; with this end in view an equipment was purchased and Mr. C. E. Tooth, a graduate of the Manchester (England) School for the Blind, was provisionally engaged as instructor.

The work of this department, however, proved so unsatisfactory that at my recommendation it was decided to close it.

While shoemaking continues to be one of the leading occupations of the blind in England, I can see no immediate prospect of its becoming a success in Canada, due to the different conditions prevailing here, and also to the introduction of electrical machinery for the repairing of shoes, which is rapidly supplanting the hand cobbler in practically every town and city of Canada. This machinery is of such a nature that in my judgment it is impossible for a blind man to operate it.

CHAIR-CANING.—This work continues to be most popular with the pupils, and although it can not be considered as a vocation, as a side line it is very profitable to the blind worker. It is also an excellent medium in developing the sense of touch.

FURNITURE-MAKING.—The making of reed, fibre and rush furniture is one of the very best forms of manual training for the blind, giving scope to the artistic temperament of the pupil and at the same time developing his mechanical instincts. The work is very attractive and the finished articles find a ready sale at good prices.

Broom-making as a vocation for the blind needs no recommendation, it having been taught for many years in all the schools of the United States, where there are also many workshops which give employment to large numbers of blind women and men; it also affords an excellent opening for an ambitious blind man to establish a business of his own, as the amount of capital needed to start such a business is very small and there is always a ready market for his wares, brooms being a necessity in every home, workshop and factory.

One of our pupils, of Bruce, Alta., graduated this year, and, being given an outfit by the Saskatchewan Government, has established such a business, and is, I believe, doing well.

Employment was also found for another pupil in the broom shop of the Ottawa Association for the Blind, where he is now earning a good wage.

The work in the Industrial Department has been considerably handicapped of late through the scarcity of the raw materials entering into our work, due to war conditions, but the return to normal market conditions will, I trust, enable the work to proceed without hindrance.

Respectfully submitted,

WALTER B. DONKIN,  
*Head of Department.*



Willow Shop, O. S. B. Material and Products





## III.—Nationality

	No.		No.
American .....	1	Indian .....	2
Austrian .....	2	Irish .....	9
Canadian .....	54	Polish .....	3
English .....	33	Scotch .....	11
Finlander .....	1		
French .....	5	Total .....	126
German .....	1		

## IV.—Denomination of Parents

	No.		No.
Baptist .....	5	Presbyterian .....	21
Christian Science .....	2	Roman Catholic .....	19
Disciples .....	1	Hebrew .....	2
Episcopalian .....	32		
Lutheran .....	3	Total .....	126
Methodist .....	41		

## V.—Occupation of Parents

	No.		No.
Agent .....	1	Millers .....	2
Baker .....	1	Miner .....	1
Barber .....	1	Painter .....	1
Bartender .....	1	Pedlar .....	1
Blacksmiths .....	2	Police Magistrate .....	1
Book-keepers .....	2	Policeman .....	1
Bricklayer .....	1	Railway Employees .....	2
Cabinet-makers .....	2	Salesman .....	1
Caretaker .....	1	Sawyer .....	1
Carpenters .....	6	Sheet-Metal Worker .....	2
Clerk .....	1	Shoemakers .....	5
Clergyman .....	1	Soldiers .....	1
Dairyman .....	1	Steward .....	1
Engineer .....	1	Stoker .....	1
Farmers .....	22	Stone Mason .....	1
Fireman .....	1	Stove Mounter .....	1
Fisherman .....	1	Tanner .....	1
Gardeners .....	3	Tailor .....	1
Horseman .....	1	Trader .....	1
Hunter .....	1	Traveller .....	1
Janitor .....	1	Teamster .....	1
Jeweller .....	1	Thinner .....	9
Journalist .....	1	Unknown .....	
Labourers .....	29		
Machinists .....	2	Total .....	126
Merchants .....	3		

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1918

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington.....	1	....	1	County of Ontario .....	1	1	2
Alberta .....	2	1	3	City of Ottawa.....	2	1	3
District of Algoma .....	1	1	1	County of Oxford .....	1	....	1
County of Brant .....	1	1	1	“ Peel .....	2	1	3
City of Brantford .....	3	3	3	“ Perth.....	1	1	1
City of Belleville .....	1	1	1	District of Rainy River .....	1	1	1
County of Bruce.....	3	....	3	County of Renfrew .....	1	1	1
“ Essex .....	2	2	2	“ Russell .....	1	1	1
“ Glengarry .....	2	2	2	City of St. Catharines .....	1	1	1
“ Grey .....	1	1	1	“ St. Thomas.....	1	....	1
“ Grenville .....	1	....	1	County of Simcoe .....	4	1	5
City of Hamilton .....	2	2	4	City of Toronto .....	18	8	26
County of Hastings .....	1	....	1	County of Victoria .....	1	....	1
“ Huron .....	3	2	5	“ Waterloo.....	1	....	1
“ Haldimand.....	2	....	2	“ Welland .....	1	1	1
“ Kent .....	4	4	4	“ Wellington.....	1	....	1
City of Kingston.....	1	....	1	“ Wentworth.....	1	....	1
County of Lambton .....	1	1	1	“ York .....	2	1	3
“ Leeds .....	1	1	2	Saskatchewan .....	6	....	6
“ Lincoln .....	2	....	2	Manitoba .....	6	3	9
City of London .....	1	1	2	British Columbia .....	3	....	3
District of Muskoka.....	1	1	2				
District of Nipissing .....	5	4	9	Total .....	76	50	126

VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1918

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington .....	1	....	1	County of Haliburton.....	1	....	1
District of Algoma .....	10	6	16	“ Halton .....	7	3	10
City of Belleville .....	4	1	5	City of Hamilton....	24	23	47
County of Brant .....	10	8	18	County of Hastings .....	6	6	12
City of Brantford .....	17	14	31	“ Huron.....	15	13	28
County of Bruce.....	10	12	22	City of Kingston .....	8	4	12
“ Carleton .....	2	2	4	County of Kent.....	11	8	19
“ Dufferin.....	2	1	3	“ Lambton .....	20	8	28
“ Dundas .....	3	3	6	“ Leeds .....	15	5	20
“ Durham.....	4	4	8	“ Lanark .....	4	4	8
“ Elgin .....	7	6	13	“ Lennox.....	4	1	5
“ Essex.....	15	22	37	“ Lincoln .....	3	3	6
“ Frontenac.....	5	3	8	City of London.....	13	11	24
“ Glengarry .....	8	2	10	County of Middlesex .....	10	13	23
“ Grenville .....	3	2	5	District of Muskoka .....	3	3	6
“ Grey .....	11	12	23	County of Norfolk.....	11	10	21
City of Guelph .....	4	4	8	City of Niagara Falls .....	1	1	1
County of Haldimand.....	6	5	11	District of Nipissing .....	10	8	18

## VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1918—Concluded

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Northumberland .....	6	9	15	County of Stormont .....	5	2	7
"    Ontario .....	8	13	21	City of Toronto .....	83	56	141
City of Ottawa .....	24	7	31	County of Victoria .....	9	2	11
County of Oxford .....	8	13	21	"    Waterloo .....	13	6	19
District of Parry Sound .....	3	...	3	"    Welland .....	9	6	15
County of Peel .....	4	2	6	"    Wellington .....	11	8	19
"    Perth .....	5	11	16	"    Wentworth .....	10	11	21
"    Peterborough .....	13	5	18	"    York .....	21	17	38
"    Prince Edward .....	7	2	9	Province of Quebec .....	5	1	6
"    Prescott .....	4	...	4	Saskatchewan .....	9	6	15
"    Renfrew .....	8	6	14	British Columbia .....	9	...	9
"    Russell .....	5	3	8	Manitoba .....	11	8	19
District of Rainy River .....	1	1	2	Alberta .....	6	4	10
City of St. Catharines .....	3	2	5	United States .....	1	...	1
"    St. Thomas .....	4	2	6				
"    Stratford .....	3	1	4				
County of Simcoe .....	13	11	24				
					610	446	1,056

## VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1918

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington .....	1	...	1	County of Peel .....	2	1	3
District of Algoma .....	1	1	1	"    Perth .....	1	1	1
City of Belleville .....	1	1	1	Rainy River District .....	1	1	1
City of Brantford .....	3	3	3	County of Russell .....	1	1	1
County of Bruce .....	1	...	1	City of Sarnia .....	1	1	1
"    Essex .....	2	2	2	"    St. Thomas .....	3	...	3
"    Glengarry .....	2	2	2	County of Simcoe .....	3	...	3
"    Grenville .....	1	...	1	City of Toronto .....	11	6	17
City of Hamilton .....	1	2	3	County of Victoria .....	1	...	1
County of Haldimand .....	2	...	2	"    Welland .....	1	1	1
"    Hastings .....	1	...	1	"    Wellington .....	1	1	1
"    Huron .....	4	1	5	"    Wentworth .....	1	...	1
"    Kent .....	2	2	2	"    Waterloo .....	1	...	1
City of Kingston .....	1	...	1	"    York .....	6	3	9
County of Leeds .....	1	1	2	Manitoba .....	6	...	6
City of London .....	1	1	2	Saskatchewan .....	1	1	2
District of Muskoka .....	1	1	1	Alberta .....	2	...	2
"    Nipissing .....	7	2	9	British Columbia .....	...	...	...
County of Ontario .....	1	...	1				
City of Ottawa .....	2	1	3				
County of Oxford .....	1	1	1				
				Totals .....	59	39	98

MAINTENANCE EXPENDITURE FOR THE YEAR ENDING OCTOBER 31st, 1918,  
COMPARED WITH THE PREVIOUS YEAR

Item No.	Service	Total Expenditure Year ending October 31st, 1917	Total Expenditure Year ending October 31st, 1918
		\$ c.	\$ c.
1	Medicine. ....	274 79	310 62
2	Meat, Fish and Fowl. ....	3,643 85	3,358 40
3	Flour, Bread and Biscuits. ....	1,175 53	1,130 75
4	Butter and Lard. ....	2,360 09	1,832 51
5	General Groceries. ....	2,702 41	2,193 42
6	Fruit and Vegetables. ....	1,107 16	316 74
7	Bedding and Clothing. ....	458 00	385 45
8	Heat, Light and Power. ....	13,024 23	10,467 19
9	Laundry. ....	448 59	482 84
10	Furniture and Furnishings. ....	1,383 94	1,692 98
11	Farm and Garden. ....	1,190 79	1,343 29
12	Repairs and Alterations. ....	1,664 32	1,792 77
13	Advertising and Printing. ....	856 95	673 64
14	Books and Apparatus. ....	1,408 33	539 40
15	Miscellaneous. ....	2,829 92	1,909 88
16	Pupils' Sittings in Church. ....	200 00	200 00
17	Rent of Hydrants. ....	160 00	160 00
18	Water Supply. ....	481 18	566 07
19	Salaries and Wages. ....	31,140 03	33,954 39
20	Broom-making. ....	889 62	.....
21	Shoe-making. ....	89 86	.....
22	Repairs to Pianos and Organs. ....	139 89	232 70
23	Hardware, Paint, etc. ....	599 91	466 91
24	Workshop—Willow Department. ....	480 19	466 95
25	Engineer's Supplies. ....	349 87	285 66
26	Models and Tools. ....	193 10	99 56
27	Musical Instruments. ....	1,208 25	355 00
28	Special Warrant (Horses). ....	492 00	.....
29	Literary, Music and Eye Ex. ....	.....	509 00
30	Special Items—		
31	Special Warrant. ....	.....	1,126 55
	Direct Payments. ....	.....	178 92
		70,952 80	67,031 59

Our Maintenance Expenditure for the year ending October 31st, 1918. .... \$67,031 59  
We returned to the Department in the way of Casual Revenue derived  
from fees from western pupils, etc., the sum of. .... 2,723 35

The actual cost of maintenance was therefore ..... \$64,308 24  
At an average attendance of 102 our per capita cost per year was. .... \$630 47

Certified correct,

G. H. RYERSON,  
Bursar.

October 31st, 1918





